

DRA Model and Visual Online Learning Material in Tourism

1. Introduction

Emerging markets are those lower-income, but rapid-growth, countries which use economic liberalisation as their primary engine of growth (Hoskinsson, Eden, Lau & Wright, 2000). The low socio-economic development of these countries is often due to political instability, intense conflict over a short period, lack of national identity amongst its people, economic crises, natural disasters and the outbreak of diseases (Gould, 2011; Ritchie, Dorrell, Miller & Miller, 2004). Emerging countries are mostly post-colonial, post-conflict, or post-disaster (PCCD) destinations (Bayeh, 2015; Gould, 2011). These mainly fall into two groups: firstly, developing countries in Asia, Latin America, Africa, the Middle East; and secondly, transition economies in the former Soviet Union and China (Hoskinsson et al, 2000). Séraphin, Ambaye, Gowreesunkar & Bonnardel (2016b) explain that tourism is quite often central to the strategy for the economic development of these countries.

Indeed, one of the fastest growing trends of international travel is travel to lesser developed countries and emerging destinations (Holden, 2013). However, these destinations struggle to establish themselves as tourist destinations as the tourism sector is especially vulnerable to exogenous factors such as political instability, economic crises, natural disasters and the outbreak of diseases (Ritchie et al., 2004). Factors such as these can cause destinations to decline and sometimes even totally disappear from the tourism map (Seddighi, Nuttall & Theocharus, 2001). In this respect tourism can be considered to be a difficult industry (Korstanje & Tarlow, 2012).

Subsequently, some destinations have adopted strategies to mitigate their problematic status (Korstanje 2009; Alvarez & Campo, 2014; Tarlow 2014), such as targeting the diaspora as potential tourists (Séraphin & Paul, 2015). Haiti for instance changed its Destination Marketing

Organisation (DMO) logo in 2012, in order to match its change of image in its marketing strategy (S  raphin, Ambaye, Gowreesunkar & Bonnardel, 2016b). That said, the purpose of a logo is not to simply address and solve the problem of a country's negative image. A logo is also representative of a destination identity (Riel & Balmer, 1997) and, as such, enables the destination to communicate with potential visitors and *in fine* convince them to visit the destination (S  raphin, Ambaye, Gowreesunkar & Bonnardel, 2016a). More importantly, when a DMO logo manages to capture the essence of the destination, it can also lead to brand identification and therefore clearer brand management (Aaker, 1997; 2012). As a result this can also impact on purchase intention, positive emotions (Holbrook and Hirschman, 1982), trust, brand equity (Keller, 1993), brand attachment (Ball and Tasaki, 1992), brand commitment and subsequently improves the performance of a destination (Rose, Merchant, Orth & Horstmann, 2016; S  raphin et al 2016b; Park, Eisingerich, Pol & Park, 2013).

Apart from a logo, there may be other marketing material that can capture the essence of the destination, which can lead to brand identification, impact on purchase intention, convey positive emotions, trust, brand attachment and commitment. In this paper it is planned to test the ability of information and communication technologies (ICT) to see if that can be achieved. More specifically, the objective of this paper is to design a step by step method that may potentially help in deciding the content of an online platform designed to educate consumers at a pre-visit stage and potentially increase visitors to emerging markets. This method may also potentially help in deciding whether an online platform is the most suitable to represent and promote a destination. This is carried out by applying the DRA (Dale Robinson Anderson) model to an existing online platform (detailed in the Methodology section later on). This model is the combination of two existing models: The Dale and Robinson (2001) model and the Anderson (2001 – cited in Walters & Mair, 2012) model.

Dale and Robinson (2001) forwarded a three-domain model of tourism education and an action plan for its implementation that would meet the needs of all stakeholders (learners, training providers, and employers). As for Anderson (2001 - cited in Walters & Mair, 2012), he put together a framework to test the effectiveness of a disaster recovery message drafted by a DMO. In this paper, it is argued that a combination of the two models can provide the most suitable 'recipe' for a tool that can both educate people about an emerging destination that suffers from a negative image, and at the same time, encourage people to visit the destination. To some extent, this paper is in line with Zhang (2000) who developed a model of quality management method on the basis of an extensive literature review.

Explicit and aggressive marketing strategies (e.g. planned communication activities, organisation of international sports and cultural events, media strategies, exhibitions, changing the target audience, reducing hotel and flight prices) have proven to be ineffective for destinations suffering from a legacy of political instability and disaster (S  raphin et al, 2016a; Avraham, 2015; Alvarez & Campo, 2014; Seddighi et al, 2001). For this reason, this research has opted for a more subtle strategy, namely through 'education' using online materials.

With recent advances in information and communication technologies, there is an interest among marketing researchers and managers to try to understand the challenges and opportunities for emerging markets (Sharma, 2011). This paper suggests that education of tourists (Ballengee-Morris, 2002; Orams, 1996) at the pre-visit stage, using new technology as an opportunity for these markets, may contribute to improving a destinations' image. Existing research on tourists' education focuses on the visit itself, but generally neglects the pre-visit stage (S  raphin, Gowreesunkar & Ambaye, 2016a). Also, the role of technology in tourist education, and their knowledge of the destination, is currently little understood (Neuhofer & Buhalis, 2012). However, it has been shown that the internet provides many opportunities to

disseminate knowledge (Liburd & Hjalager, 2010). Compared to more traditional forms of educational delivery, e-learning can improve student understanding of instructions, which in turn can enhance their motivation to learn and subsequently increase their emotional intelligence (Behnke, 2012). Behnke and Greenan (2011, cited in Behnke, 2012: 13) defined this as: “A measure of one’s ability to use acquired knowledge, abstract thinking, and problem solving to interpret and guide personal responses to significant internal and external situations”. As for Computer-Assisted Instruction in hospitality management education, it can contribute to stimulating student participation and interest (Law, 2013).

In this vein, the main research question is as follows: How can one determine the type of information that should be included in an online material in order to turn potential visitors into actual visitors?

For the exploratory study, a Latin American destination, namely ‘Haiti’, was chosen. This is for four main reasons: Firstly, it is a convenient sample as the lead author is a specialist in tourism issues in the Caribbean and particularly Haiti. Secondly, as a tourist destination, Haiti is poorly researched from an academic point of view. Thirdly, Haiti is an emerging market (with a combination of PCCD). Fourthly, the case of Haiti can provide insights that can be generalised and applied to other emerging destinations with similar profiles.

The website *Haiti Je Connais* (<http://haitijeconnais.org/projet/>) is analysed using a qualitative Multi-Criteria Decision Analysis (MCDA) model, by applying the DRA model. MCDA is a general term for methods providing a quantitative approach to support decision-making in problems involving several criteria and choices (Botti & Peypoch, 2013: 109). The results of this study on emerging markets will help push the boundaries of marketing and tourism disciplines and also provide significant practical benefits and important managerial implications.

2. Contextual framework

2.1 Improving the image of Post-Colonial, Post-conflict and Post-Disaster (PCCD) Destinations

Taking the example of the Arab Spring, Avraham (2015) explains that different methods have been used by Middle Eastern countries to improve their image: blocking the media; threatening news people and organising events to shift the international media attention from negative to something positive. For Alvarez and Campo (2014), these sorts of destinations should adopt crisis management strategies more fully develop a better understanding of the factors that influence the image of their country and improve feelings and emotions of the potential target market towards the destination. Taking the example of Turkey, Alvarez and Campo (2011), highlight the great impact of promotional video/information (controllable sources) as a means of improving a destination image, particularly when the media and the news (uncontrollable sources) emphasise negative aspects. Other methods include: communication with the tourism market using an effective disaster recovery message; using festivals and other types of events; celebrity endorsement; testimonials from guests and pricing strategies (Walters & Mair, 2012).

Whilst the above solutions focus on the destination, this research is interested in exploring solutions focused on the tourist. Taking the example of the Guarani, a post-colonial community located in Brazil, Ballengee-Morris (2002) suggested involvement with the locals or visits to local attractions to mitigate any negative perceptions (Orams, 1996). Séraphin (2013) further

added that the role played by tour guides in Haiti is extremely important for the visitors' understanding of the country.

These examples are all based on the education of tourists while at the destination. The approach in this paper is to attempt to innovate by focusing on tourist education at the pre-visitation stage. The pre-visitation stage is an important phase of information processing and is shaped by personal knowledge and other third party information (Hubner & Gossling, 2012). Based on pre-visit information, it is very important to make potential tourists knowledgeable about the place through exposure to truthful information that can counter the exaggeration of risk and other negative preconceptions reinforced within the tourists' culture (Séraphin et al, 2016c). Walters & Mair (2012: 87) put it succinctly: Communication with the tourism market and the tourist "is essential for a Destination Marketing Organisation seeking to manage the misperceptions and media-imposed attitudes held by potential visitors".

The research starts from the dual premise that the country's image is defined by "the impression that a person or persons hold about a country in which they do not reside" (O'Sullivan, 1996, cited in Seddighi et al, 2001). This impression is formed significantly through an individual's affective disposition, rather than simply through a cognitive one (Alvarez & Campo, 2014). Therefore the approach in this research is to make visitors more knowledgeable by appealing to their affective impulses (feelings and emotions), therefore the strategy will have to take this into consideration (Seddighi et al, 2001).

Logically, the education of potential tourists of PCCD could challenge media-reinforced clichés and false preconceptions, and promote a more clear-eyed and positive view. Education can therefore contribute to the improvement of the performance of the destination by turning potential tourists into actual tourists. It can enhance the tourist's experience at the same time, as they will have a better understanding of the context and history of the country, which will

then enable them to better understand and appreciate what they are going to experience once in the country. More importantly, being educated about the destination will enable the visitor to be an active participant of the interpretation of the country visited (S  raphin, 2013) instead of having a tour guide interpreting the destination (Reisinger & Steiner, 2006). The interpretation of a destination should be something personal (Heidegger, 1996). In destinations with a negative image like Haiti, this interpretation is mostly done by a tour guide (S  raphin, 2013), meaning that the tourists do not really get the opportunity to build their own learning and understanding, and once again perceive the destination through the filter of someone else. At home, the role of a filter is played by the media and in the destination this is mostly done by the guide. Learning at the pre-visit stage is a good way to get rid of both filters. Also, if we follow Behnke's (2012) line of thought, this strategy should also contribute to helping develop the visitor's emotional intelligence.

Whilst tourism education is generally only seen from the students', academics', practitioners' and employers' angle (Dale & Robinson, 2001), this article considers it as a pre-visit marketing tool. This therefore explicitly aims to counter false or exaggerated negative notions relating to colonialism, disasters and conflicts of the past (both distant and recent). When people have a better knowledge of the true nature of a destination (history, tradition, context, etc), they are more likely to visit it because they will be less open to distortions, exaggerations and unbalanced accounts (Gossling, Scott, Hall, Ceron & Dubois, 2012).

3. Conceptual Framework

3.1 Education of Consumers and Impacts on Decisions

Consumer behaviour can be defined as: “behaviour that consumers demonstrate whilst searching for, buying, using, evaluating and disposing of services and products that are expected to satisfy their needs” (Schiffman, Kanuk & Wisenblit, 2010). More specifically, and based on a tourism context, Kirillova et al (2014) explain that elements that tourists consider as aesthetically pleasing or beautiful (environment, product or services, tourism experience), can contribute to their decision to visit a destination, to return to the same destination and, in the long term, to show loyalty to that destination. The aesthetic case for Haiti rarely reaches potential tourists due to media focus on risks arising from disasters, conflict and the nation’s post-colonial status (Séraphin & Nolan, 2014 a) .

Importantly for this study though, Carlson’s natural environment model (1979) and the arousal model developed by Carroll (1995) suggest that knowledge and objectivity about the environment can influence appreciation. Their analysis implies that objective knowledge and exposure to more balanced narratives, influence the way potential tourists approach destination choice not just on a cognitive/rational basis, but also on an affective one. Hence the education of tourists can be considered as a way to facilitate a more favourable affective disposition towards destinations such as Haiti. Also pertinent here is Connell’s view (cited in Stepchenkova, 2013) that non-promotional communications can be more powerful than more explicitly promotional ones. For specific destinations, specific measures must be taken (Gay, 2012; Huang, Tseng & Petrick, 2008, cited in Walters & Mair, 2012). Appealing to education and a desire for knowledge, rather than romantic imagery and persuasive prose, could be more

effective in undermining the perception of PCCD destinations such as Haiti through a dark lens.

3.2 Lifelong Learning of Tourists and the Role of Information Technology (IT)

Lifelong learning is defined as any kind of continuing education in shorter or longer courses, and includes formal, non-formal and informal education and learning (Coombs & Ahmed, 1974). It focuses on key features such as human skills and aptitude development, and contextualised learning that can enhance the “competency and confidence to cope with the urgent tasks and changes arising throughout a lifetime” (Longworth, 2003: 7).

The concept of lifelong learning is of high significance to the tourism industry. In 1994, the National Advisory Council for Education and Training Targets (NACETT, 2016 [Online]) identified the role played by training and education in the performance of a nation. Hence generally, lifelong learning is related to employee skills and economic efficiency for providers.

However, ever since Krippendorf’s (1987) call for tourists to be educated about the destinations they visited in order to create a more ethical tourism, advocates of ethical tourism have argued that this should be a moral goal for the industry. Such an approach to lifelong learning entails a new, open and innovative attitude toward education in tourism at the pre-visit stage.

IT (Information Technology) is considered as innovative tool in tourism and contributes to improving external communication of tourism destinations and companies (Buhalis, 1998). IT in tourism is also changing: the structure, process and operation of tourism organisations; the access to information and services on offer; the increase the social engagement consumer/provider; and the involvement consumers to co-create experiences (Buhalis & Law, 2008; Wang, Park & Fesenmaier, 2012). With the development of the Internet, tourists are now able to experience the destination virtually before their physical travel (Neuhofer & Buhalis,

2012). As for mobile technologies, they have been an instrumental tool in amplifying the tourist experience once at the destination (Wang, Xiang & Fesenmaier, 2014). Tourists are now able to provide feedback about their experience via different types of platforms during or upon their return from a visit and potentially influence others in their decisions (De Ascaniis & Grecco-Morasso, 2011). IT therefore plays a role in all stages of the tourist experience (Neuhofer & Buhalis, 2012).

It is also very important to emphasise the fact that on the one hand, IT can be used as a learning tool to disseminate knowledge to staff (Liburd & Hjalager, 2010) and subsequently improve business performance (Collins, Buhalis & Peters, 2003); enhance learning motivation (Klein, Noe & Wang, 2006 cited in Behnke, 2012) and stimulate participation and interest (Law, 2013). On the other hand, an educated tourist has a better understanding of the destination visited which enables him/her to be independent not only in terms of interpretation of the destination but also in the process of knowledge building (S  raphin, 2013). This contributes overall to the development of emotional intelligence (Behnke, 2012). Emotion plays an important part in purchase intention, (Rose, Merchant, Orth & Horstmann, 2016; S  raphin et al 2016b; Alvarez & Campo, 2014; Park, Eisingerich, Pol & Park, 2013; Alvarez & Campo, 2011). Based on the above information, this paper suggests that a Visual Online Learning Material (VOLM) could be used as a tool to educate tourists about PCCD destinations at the pre-visitation stage and motivate them to visit these destinations. Taking all of this into consideration, it is important to define the type of information that should be included in online materials.

The design of a VOLM also facilitates ranking analysis of pre-trip expectations of tourists who intend to visit a PCCD destination, based on learning analytics indicators emphasising their expectations for meaningful touristic activities during their trip.

3.3 Gamification and consumer behaviour

The term ‘Gamification’ is defined as “the use of game design elements and game thinking in a non-gaming context” (Xu, Weber & Buhalis, 2014: 525). Gamification has many benefits, it can: improve loyalty; influence or change consumer behaviour; encourage customer engagement; enhance experience; improve engagement; provoke motivation and increase brand awareness (Xu, Weber & Buhalis, 2014). To this list, Capatina and Bleoju (2015) add that Gamification contributes to educate players through their engagement and more importantly, can enhance their “Collective Intelligence”. In other words, it can contribute to their capacity “to engage in intellectual cooperation in order to create, innovate and invent” (Levy, 1997 cited in Capatina & Bleoju, 2015: 294). In education, Gamification is gaining in popularity (Jimenez-Pelaez, Romero & Medina, 2014). Overall, “game theory” is becoming more and more popular in many different areas. In business, it can contribute towards companies’ profits; skills and creativity; develop competitive behavior and finally encourage a stronger form of rationality when taking actions (Baker & Saren, 2016). This theory can also be a means of identifying groups of like-minded and similarly behaving customers. It can therefore help segment a population (Idem), but also to advertise products to them (East, Singh, Wright & Vanhuele, 2017).

Based on all the above, we could come to the conclusion that Gamification/game has a strong potential from a marketing, customer service and educational point of view. It can therefore enhance loyalty (Chaudhuri & Holbrook, 2001) marketing positioning (Ries & Trout,

1982; Subodh and Srinivas, 1998) and in fine, to build strong brands in the consumer's mind (Aaker, 2012).

This paper therefore looks at the use of "Gamification" as a virtual tool to educate tourists about PCCD destinations at the pre-visitation stage. Technologies (internet, mobile devices, and social media) have had the greatest impact on consumer behavior at pre-purchase stage (prior to consumption), service encounter stage (during the consumption) and post-encounter stage (after the consumption). It is however important to note that the internet and social media exert the greatest influence on consumers at the pre-purchase stage (Bavik, Boyol, Ngan & Ekiz, 2017, cited in Dixit, 2017). Gardiner, Carlini and Scott (2017) also state that technology aids consumer decision-making and enhances experience, hence the consumers' demand for applications and tourism organisations' interest in developing them. These findings therefore strengthen the need to educate tourists at the pre-visit stage using online technologies.

3.4 Brand awareness and Gamification in the tourism context

Gamification appears as a legitimate tool to be considered in educating people about Haiti and subsequently remove some, or all, of the negative clichés entrenched in consumers' perceptions about certain destinations and potentially motivate them to visit the country. The main focus of Gamification in this sense should be on increasing the destination's brand awareness. In other words, the aim should be to develop a spontaneous awareness of the brand name and its product category, and more importantly, develop a mechanism to bring the brand to mind, either by recollection or recognition (East et al, 2017; Hildreth, 2011 cited in Morgan, Pritchard & Pride, 2011). This could be done in one of three ways: (Xu, Weber & Buhalis, 2014): *Advergames* (the game is used to advertise a product); *in-game placements* (a logo or

a brand name is placed inside the game) or *on-site advertisements* (banners are displayed on the gaming website).

As mentioned briefly above, these forms of explicit marketing strategy are deemed not to be very effective - non-promotional tools are more effective (Kirillova et al, 2014; Stepchenkova, 2013). This paper therefore proposes a fourth element for Gamification: “*Edugames*”. *Edugames* could be part of the tourist experience at pre-purchase stage. “Creating valuable customer experiences has become crucial for developing marketing strategies (...) offering unique brand experiences is fundamental in achieving customer satisfaction and brand loyalty” (Kappor & Guzzo, 2017, cited in Dixit, 2017: 305)

Teaching potential tourists how to focus on insightful things to do in a PCCD destination, and not on its negative image, by means of an edugame, allows them to learn how to keep their expectations realistic while enjoying their trip. Moreover, sharing opinions in the pre-visit stage of a PCCD destination represents a valuable feature enabled in the edugame community.

The online website detailed in the following section has a direct link to an interactive online Quiz about Haiti (in an ‘*edugame*’ format): <http://www.haitijeconnais.com/#/profile>. The customer experience of Haiti starts with the quiz that covers 8 different topics: local sayings; literature; cinema; sport; geography; current affairs; culture and tourism, which will give the player enough background on the destination. A well-designed VOLM, could be comparable to a good travel review by including a lot of information and vivid insights on the true nature of the destination (Séraphin, 2013). In the case of Haiti, that would be providing “vignettes from Haitian culture and history beyond CNN’s reach” (Séraphin, 2013: 45). The objective is to develop a connection between the destination and the customer. People sometimes develop a relationship with a brand in much the same way in which they form relationships with each other (Aggarwal, 2004, cited in in Dixit, 2017: 310).

4. Methodology

This research proposes a tool (or model) called the DRA (Dale, Robinson and Anderson) model. This model is the combination of two existing and complementary frameworks. On the one hand, the Dale and Robinson (2001) framework, and on the other hand, the framework developed by Anderson (2001, cited in Walters & Mair, 2012). The introduction of this paper pointed out the sense of combining these 2. To some extent, the DRA model could be assimilated to a model derivation, that is to say a model developed “for making predictions regarding the future value or the future state of a phenomenon of interest, such as brand sales, customer repurchase or promotional response propensity” (Banasiewicz, 2013: 310).

Dale and Robinson’s model (2001) entitled “Three Domains Model of Tourism Education”, argues that in order for a tourism educational programme to meet the needs of the industry and stakeholders involved (namely learners, education institutions and employers), it needs to: (a) develop interdisciplinary skills for a broad understanding of the industry; (b) provide expertise in a specific area in terms of skills and (c) explore niche markets.

As for Anderson (2001, cited in Walters & Mair, 2012), the art of convincing a target audience relies on three elements: (a) an “ethos” element, based on the credibility and trustworthiness of the source of the message; (b) a “pathos” element, linked with the emotional appeal of the message and finally, (c) a “logos” element, referring to the capacity of the message to inform. “Ethos, logos, and pathos are interconnected, influence each other, and all affect the effectiveness of persuasion” (Walters & Mair, 2012: 95). The figure below (figure 1) provides a visual representation of the model.

[Insert figure 1]

The following section details the different steps adopted in the process of establishing a methodology that can determine whether or not the VOLM *HaitiJeConnais* (or any other VOLM), uses the right message to encourage players to visit Haiti. This methodology could help marketers of emerging markets in general and, more specifically, community managers to choose the wording and calibrate the content of the material they produce. This is all the more important for destinations with a negative image such as PCCD destinations.

The above DRA model (figure 1) was partly tested using the website *HaitiJeConnais*, a website (figure 2) designed and managed by a group of Haitians from the diaspora. Its aim is to educate the general public about the destination with the long term objective of improving the image of Haiti (and subsequently attract visitors). This website was selected because it is the only one designed in such a way that users are actively involved in learning about Haiti through an online game. It is important to highlight here that this website is being used as a case study and therefore this approach could potentially be applied to any other online platform.

[Insert figure 2]

In order to develop a conceptual protocol to test the ability of this website to educate and encourage the general public to visit Haiti, the strategy below was implemented:

- **Stage 1: Collecting material for analysis**

The content of all the pages of the website was copied, pasted into a word document and saved as a “Plain text”.

- **Stage 2: Content analysis**

Hsieh & Shannon, (2005) suggest that to analyse content, the research method should “focus on the characteristics of the language as communication with attention to the content or contextual meaning of the text”. (...) “The goal of content analysis is to provide knowledge and understanding of the phenomenon under study”. This can then enable the researcher to “interpret meaning from the content of text data’ to ‘discover and describe the focus of individual, group, institutional, or social attention”. According to Weber (1990, cited in Stemler, 2001) this type of research can also “examine trends and patterns in documents” and provide evidence for interpretation (Hammond & Wellington, 2013). Researchers such as Kim, Lee & Jung (2013) used a similar method to analyse advertising for internet gambling in TV programmes.

The material collected from the website was analysed using the software TextStat 3.0 (figure 3 below) in order to obtain the frequency of each word contained in the website.

[Insert figure 3]

The above figure (figure 3) indicates that the website *HaitiJeConnais* contains 1918 words. The words deemed irrelevant for the analysis were removed (names of people managing the platform; articles, adverbs, etc.), which left 489 words. Therefore only 25% of the words were useful for this research.

▪ **Stage 3: Classification**

Walters and Mair (2012) extracted different themes from the analysis of recovery messages developed by Gippsland’s DMO following the Australian bushfires in 2009 where the fire destroyed 3500 structures; took 200 lives; and displaced more than 7500

people. The themes selected are relevant for this study on Haiti as it is also a post-disaster destination. In 2010, an earthquake destroyed most of the structures of the country, took many lives and also displaced many people (S  raphin, 2014b). It is also important to mention that the themes of the list were adapted to match the analysed source. Table 1, below lists the themes:

[Insert table 1]

Stage 4: Measures and procedure

4 items measure (ethos, logos, pathos, educate) using the 5 point Likert scale ranging from “strongly disagree” to “strongly agree” was developed (table 2) to carry out two different types of assessment of the website.

[Insert table 2]

Messages assessment contained in the website (Table 3).

[Insert table 3]

In terms of procedure, respondent were randomly assigned either the 489 keywords or messages and had to: (1) classify the messages or keywords according to the 9 themes and then measure them (2) evaluate them using the Likert scale (table 4).

[Insert table 4]

5. Results and conclusion

This paper has fully achieved its objective as it has actually provided a step by step method that may potentially help in deciding the content of an online platform designed to educate tourism consumers at a pre-visit stage and potentially increase visitors to emerging markets. The DRA method in 4 stages which was developed seems to be perfectly suitable to carry out a content analysis of the platform *HaitiJeConnais*, as the keywords and messages identified will undoubtedly fall into one of the themes' section to be then graded by respondents as described in table 4. Once table 4 is fully completed by a sufficient number of respondents, the analysis of the data could be done using a one-way analysis of variance (ANOVA) to identify the respondents' attitudes toward their assigned message or keywords, and identify differences in terms of ethos, logos pathos and education.

Once the platform *HaitiJeConnais* is improved using the results of the findings, a third paper could logically be developed based on a "netnographic approach", in other words, an ethnographic study that would study 'the consumer behavior of online communities' (Silver, Stevens, Wrenn & Loudon, 2013: 67) in order to check if the platform actually managed to encouraged users to visit Haiti.

The results of the methodology presented in this paper has certain limitations as it could be argued that classification and grading are subjective or biased. Hammond and Wellington (2013: 15) claim that: "The term bias is not helpful one as it implies that there is a state of being unbiased. There is not". Hammond and Wellington (2013) however did acknowledge that bias could be used to correct it in some way.

Taking into consideration all of the above, the approach has all the characteristics of a longitudinal study: it takes place over time; participants are either observed, interviewed or

surveyed at intervals; the outcome is for educational achievement; it is used for descriptive, exploratory and hypothesis-testing purposes and the methods are retrospective in that the data may be used long after collection (Hammond and Wellington, 2013). The longitudinal nature of this paper clearly explains why there is no straight forward answer to confirm the effectiveness of the platform *HaitiJeConnais*.

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